UNPACKING AND REPACKING STANDARDS

WCTE
October 11, 2013

Tamara Maxwell, ELA Consultant
tamara.maxwell@dpi.wi.gov

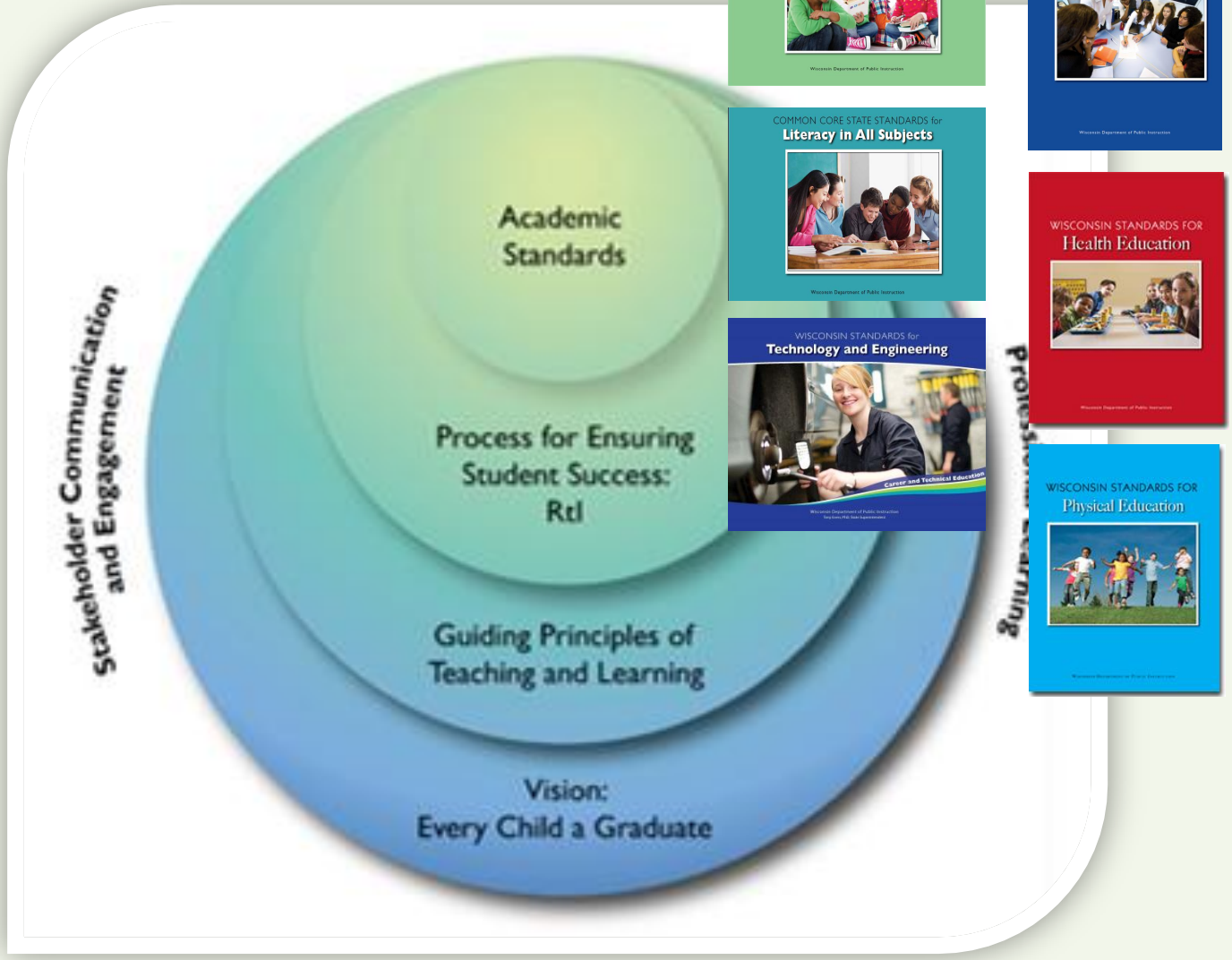
Wisconsin Learning On Demand

- Find “Just In Time” information and resources on Twitter
  - @WisDPICCSS
  - @WisDPIMath
  - @WisDPILit
  - @WisDPITech
- More professional learning opportunities
  - http://www.livebinders.com/play/play?id=270532

Objectives

- Understand how **unpacking and repacking standards** is situated within Wisconsin's education initiatives
- Use the process for **unpacking and repacking standards** to align learning targets, instruction, and assessments with content, cognitive, language, and behavioral demands of the standards
- Understand how the unpacked and repacked standards fit within **lesson and unit plan development**

Wisconsin's Education Initiatives: Working Together to Support Student Learning



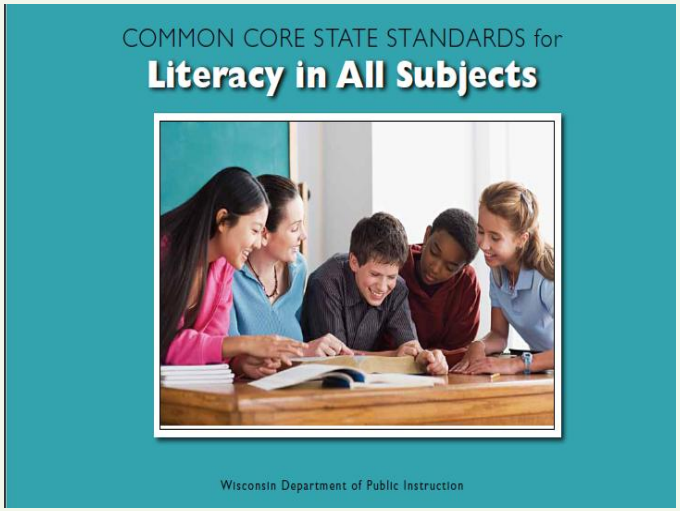
Objectives

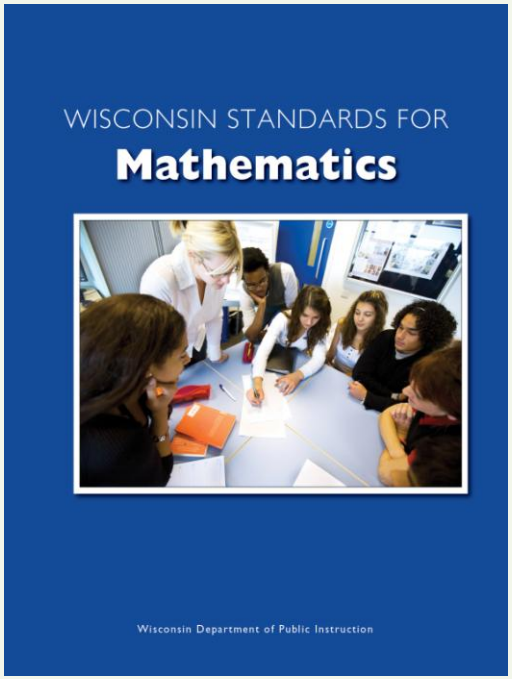
Understand how unpacking and repacking standards is situated within **Wisconsin's education initiatives**

Use the process for **unpacking and repacking standards** to align learning targets, instruction, and assessments with content, cognitive, language, and behavioral demands of the standards

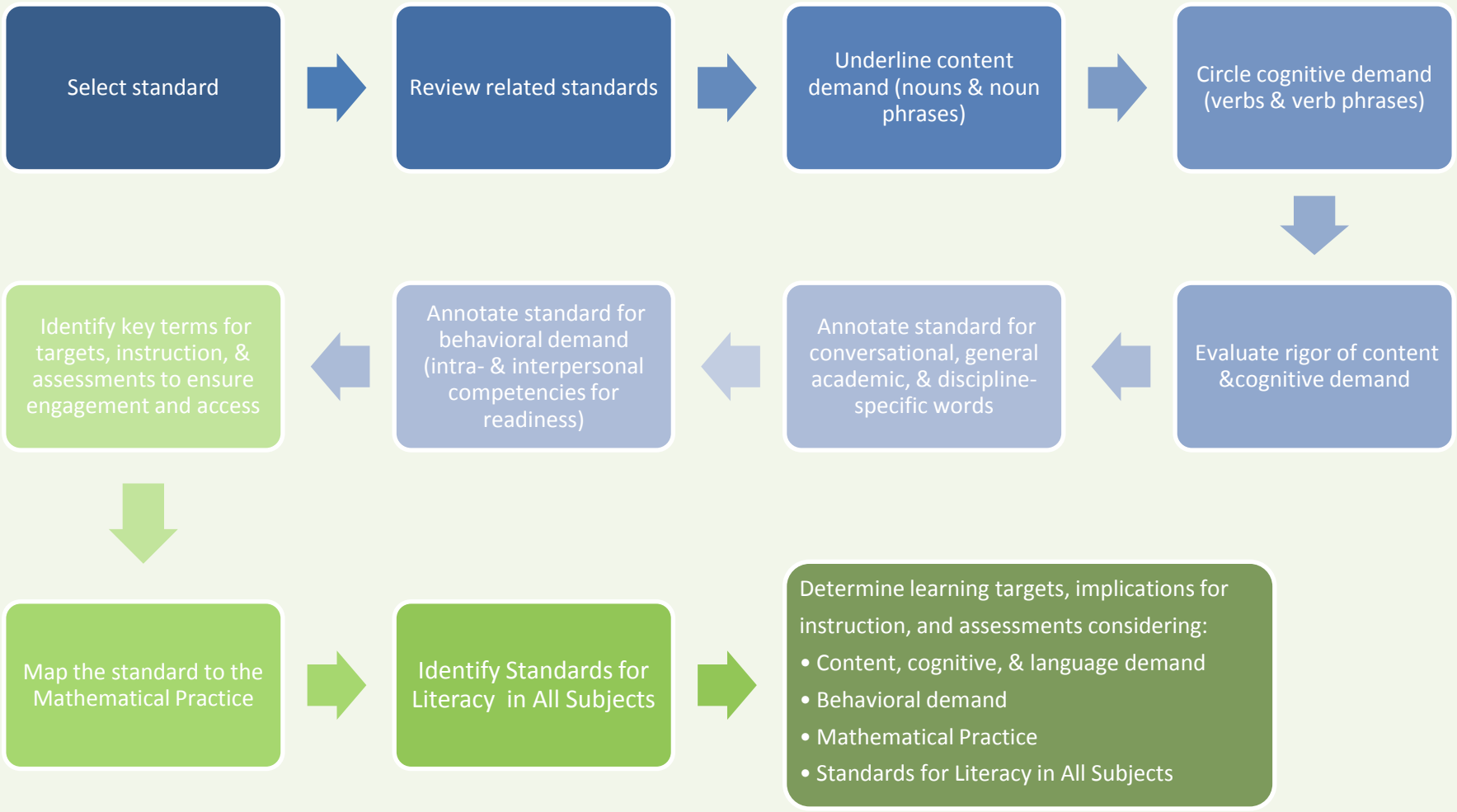
Understand how the unpacked and repacked standards fit within **lesson and unit plan development**

Wisconsin Standards

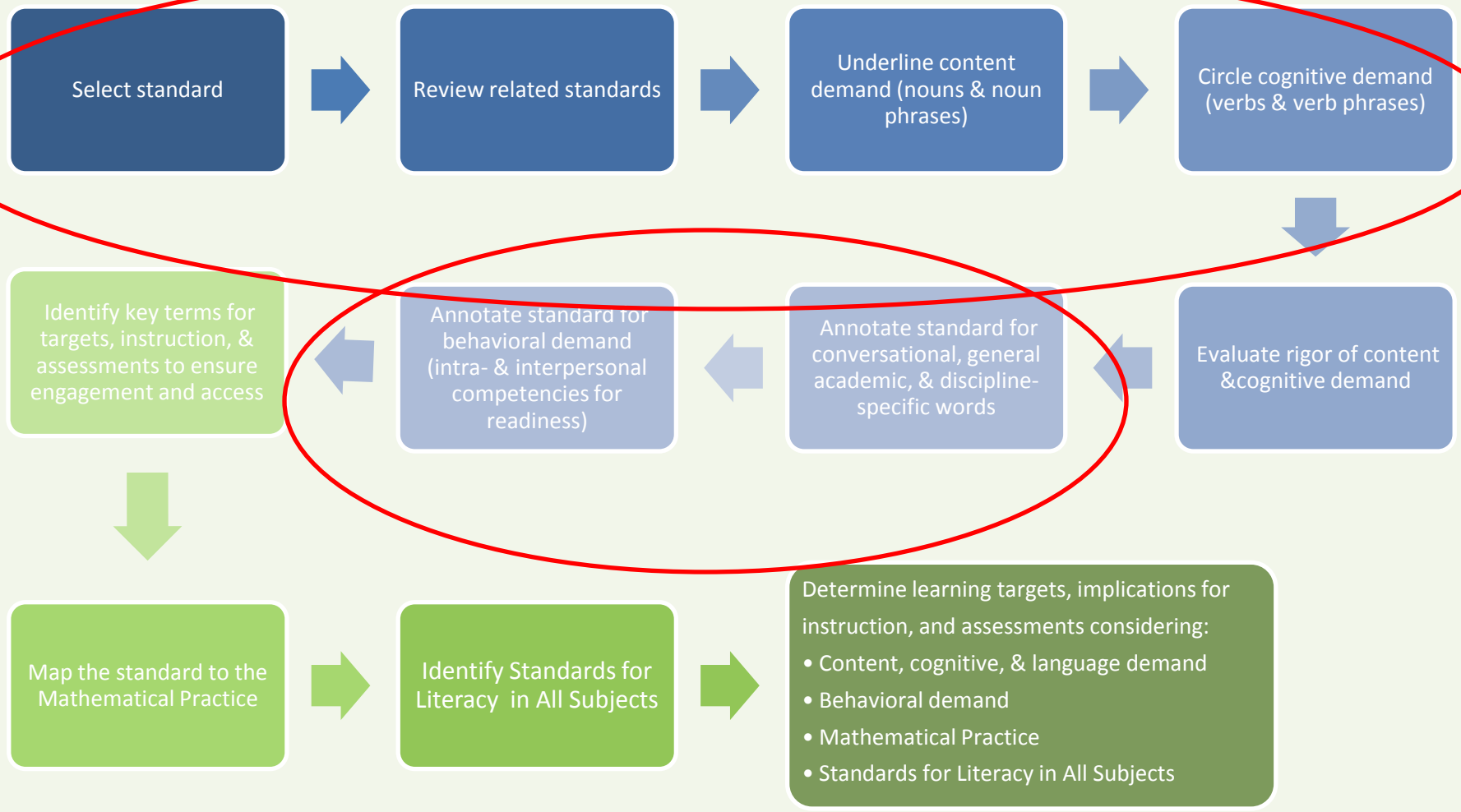




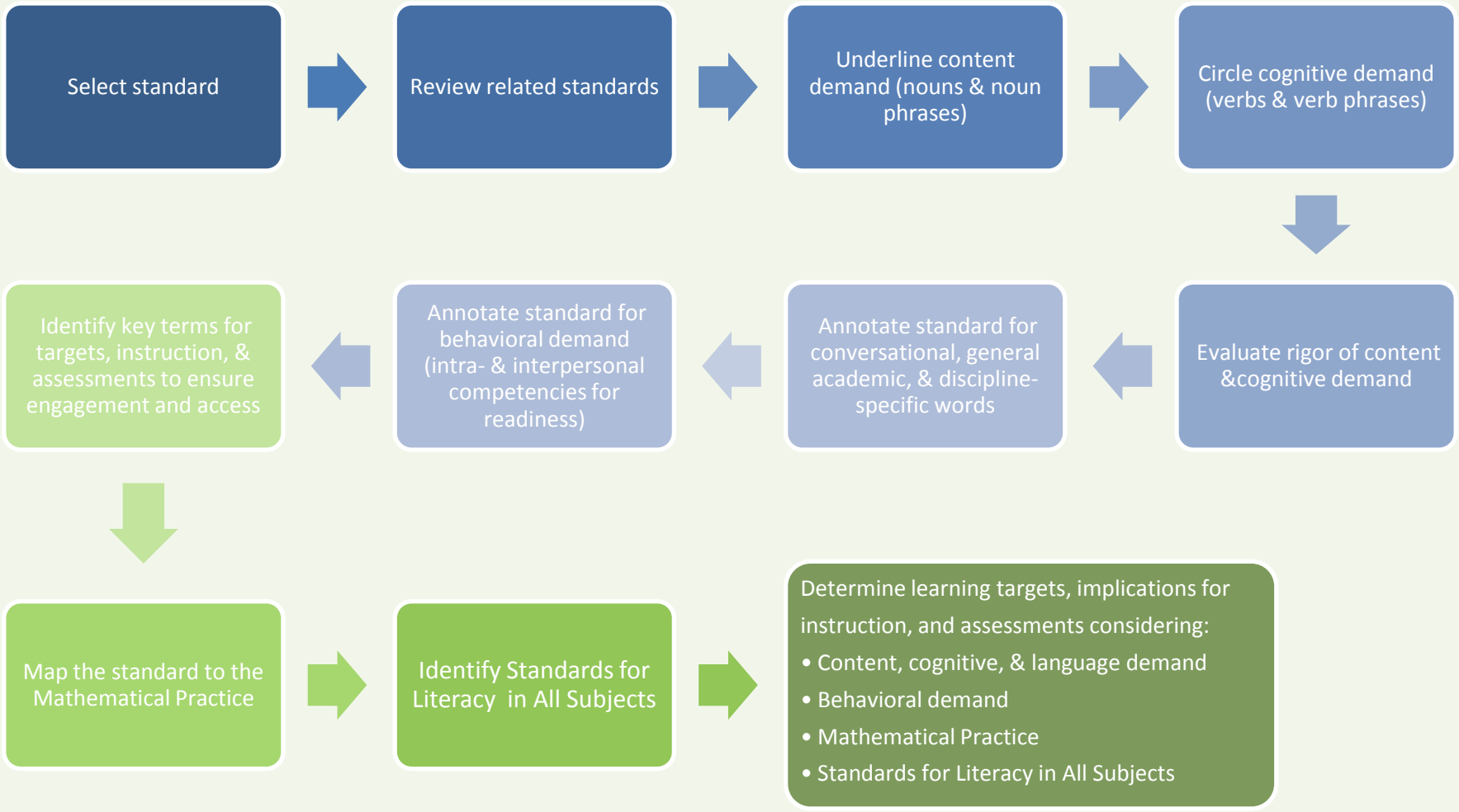
"Unpack and Repack" the Standards



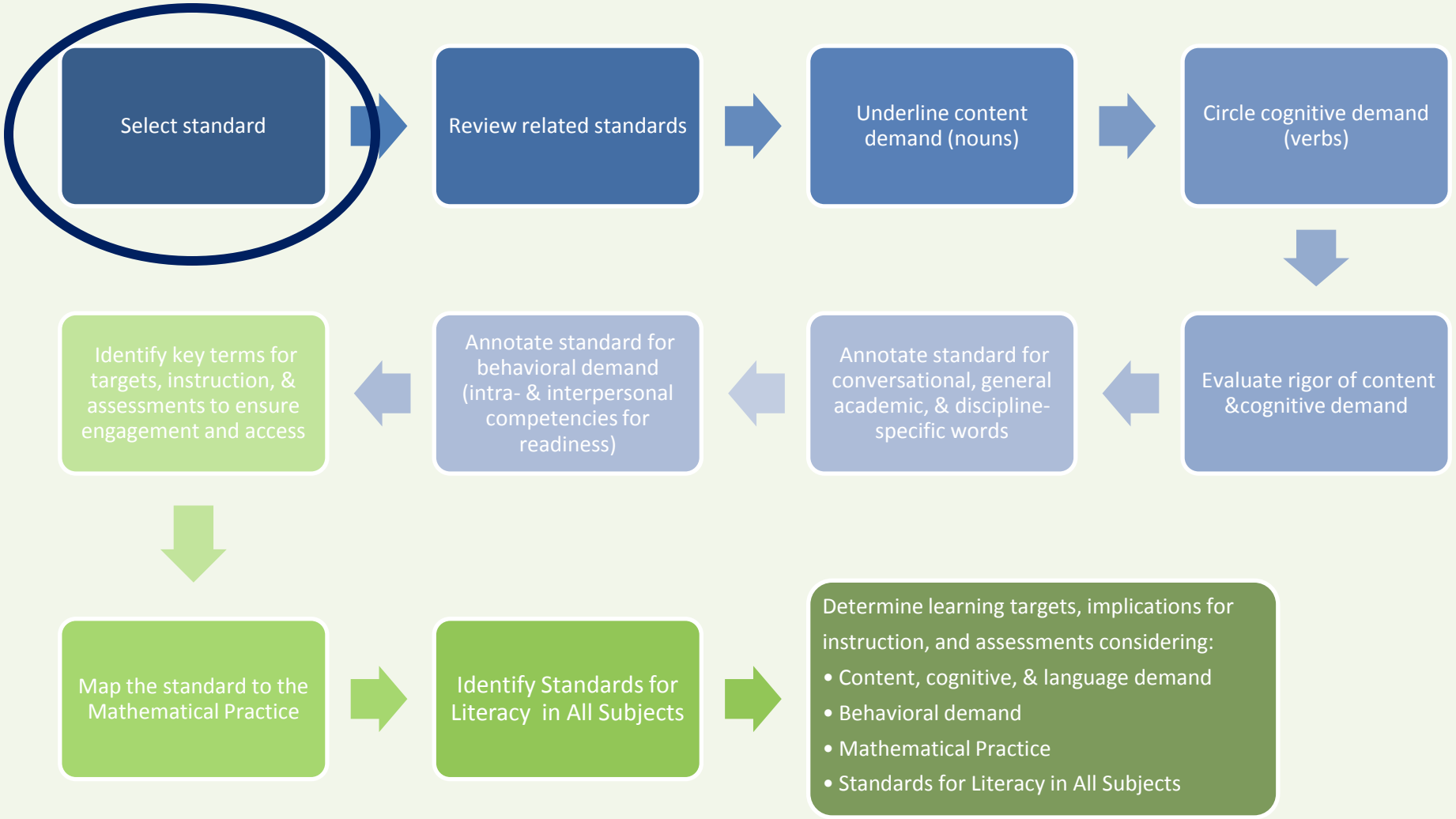
"Unpack and Repack" the Standards



"Unpack and Repack" the Standards



"Unpack and Repack" the Standards



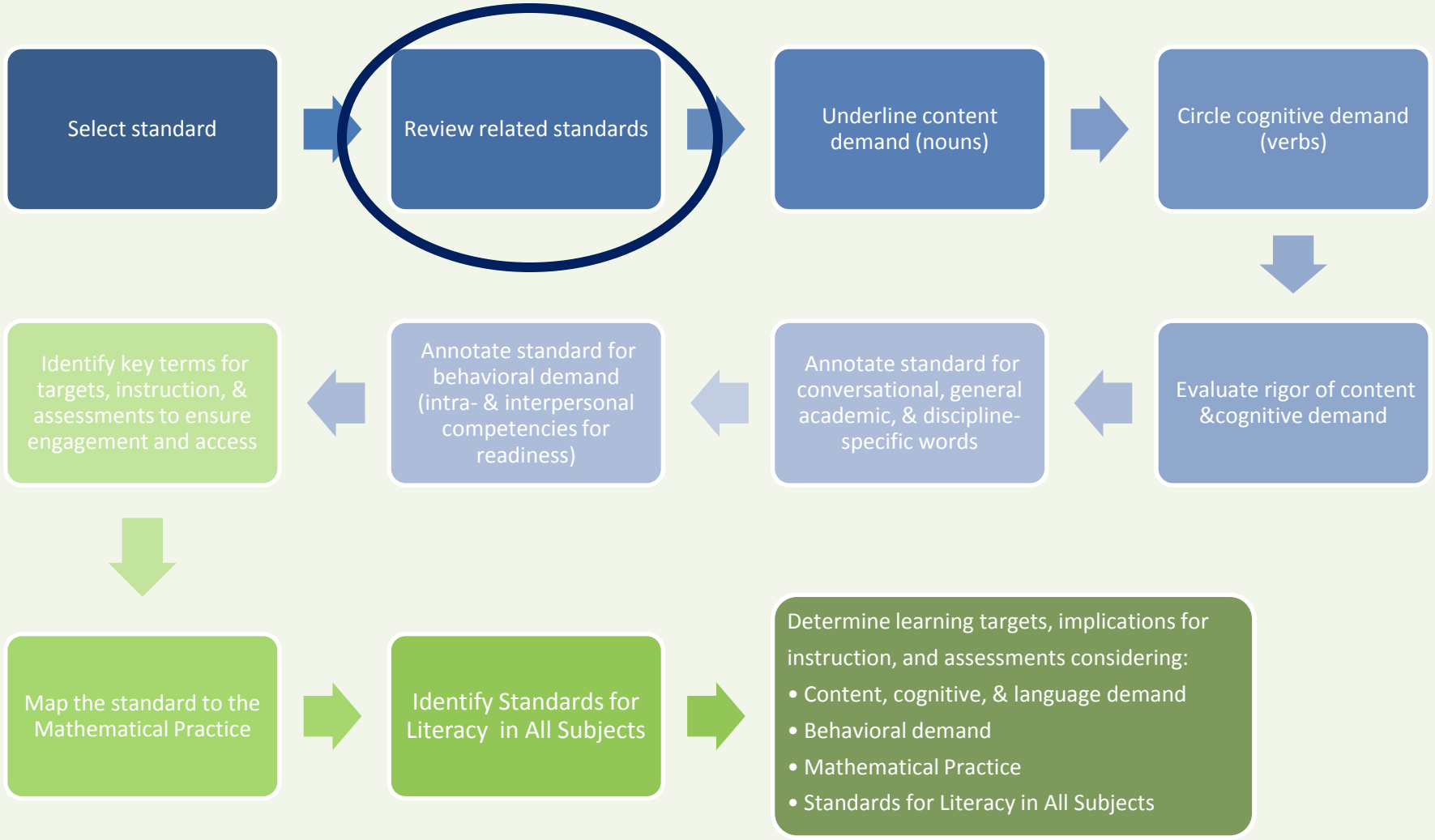
Select the Standard

Select standard

CCSS.ELA.RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.MATH.NF. 4.1
Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

"Unpack and Repack" the Standards



Review related standards

Review related standards

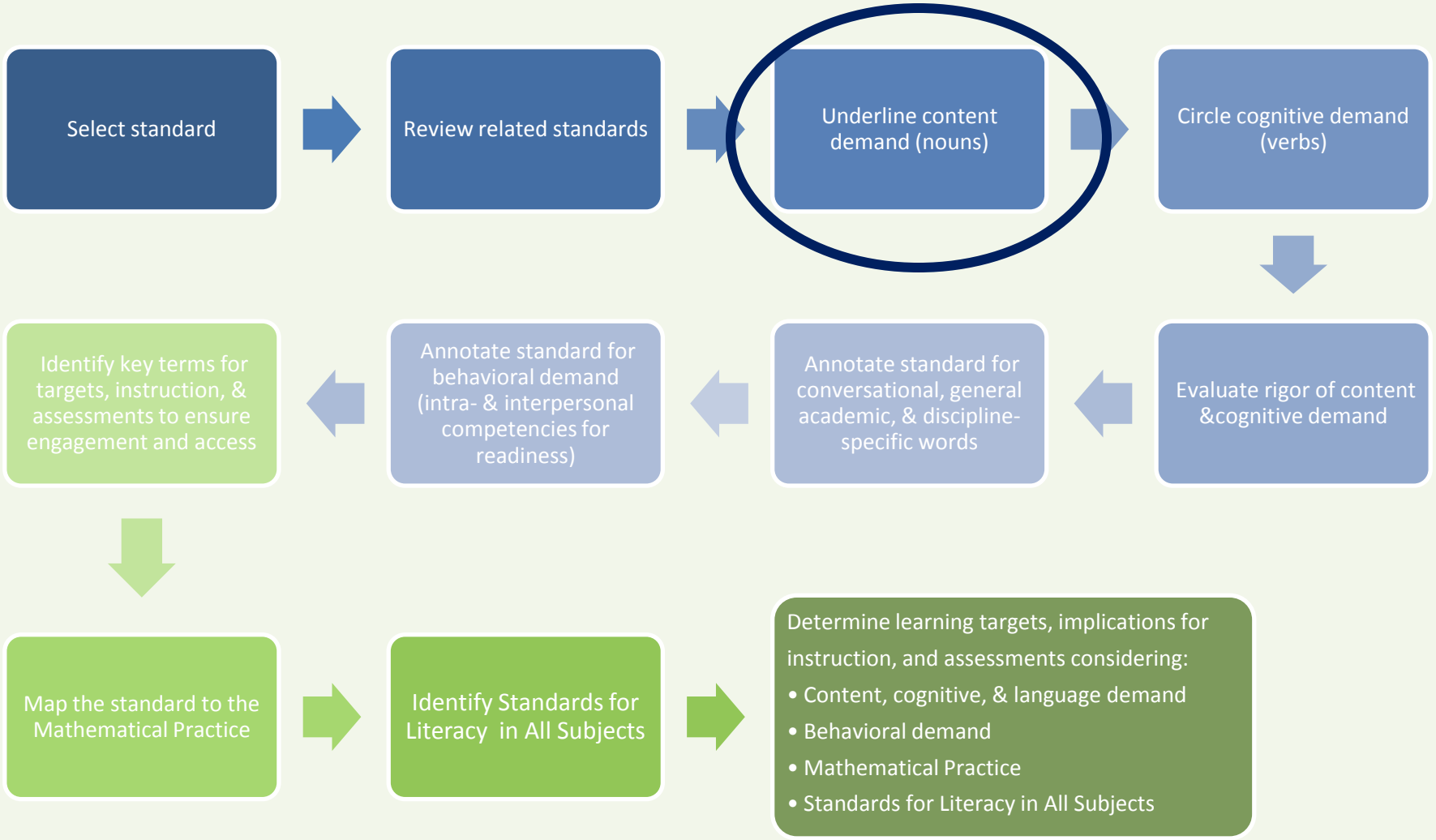
CCSS.ELA.RL.8.1	
Grade 7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Review related standards

Review related standards

CCSS.MATH.NF. 4.1	
Grade 3	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
Grade 4	Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
Grade 5	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*

"Unpack and Repack" the Standards



Underline *content demand (nouns)*

Underline content demand (nouns)

CCSS.ELA.RL.8.1

Cite the **textual evidence** that most strongly supports an **analysis** of what the text **says explicitly** as well as **inferences** drawn from the text.

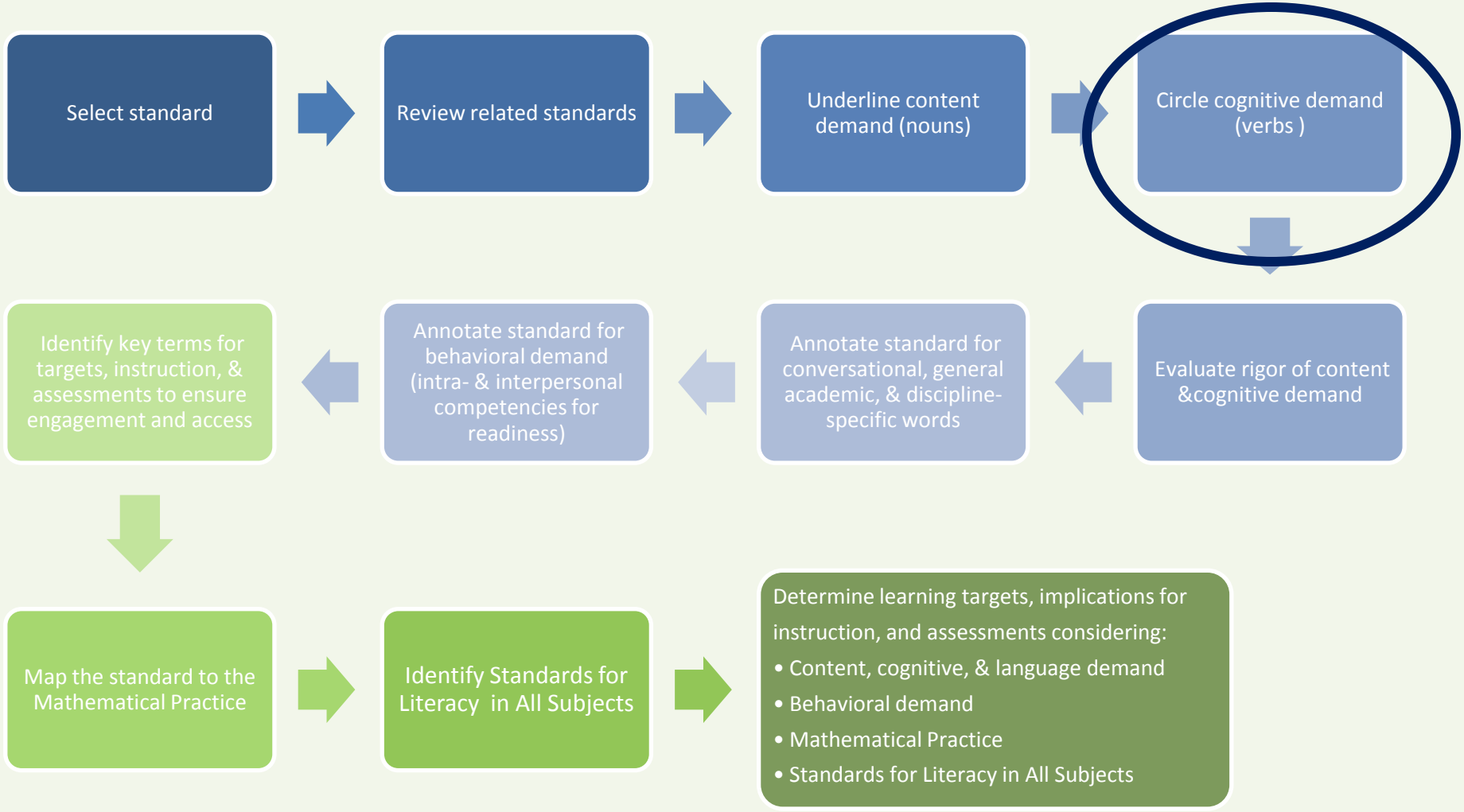
Underline *content demand (nouns)*

Underline content demand (nouns)

CCSS.MATH.NF. 4.1

Explain why a **fraction *a/b* is equivalent** to a fraction ***(n x a)/(n x b)*** by using **visual fraction** models, with attention to how the number and size of **the parts differ** even though the **two fractions** themselves are **the same size**. Use this principle to recognize and generate **equivalent fractions.**

"Unpack and Repack" the Standards



Circle *cognitive demand (verbs)*

Circle cognitive demand (verbs)

CCSS.ELA.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

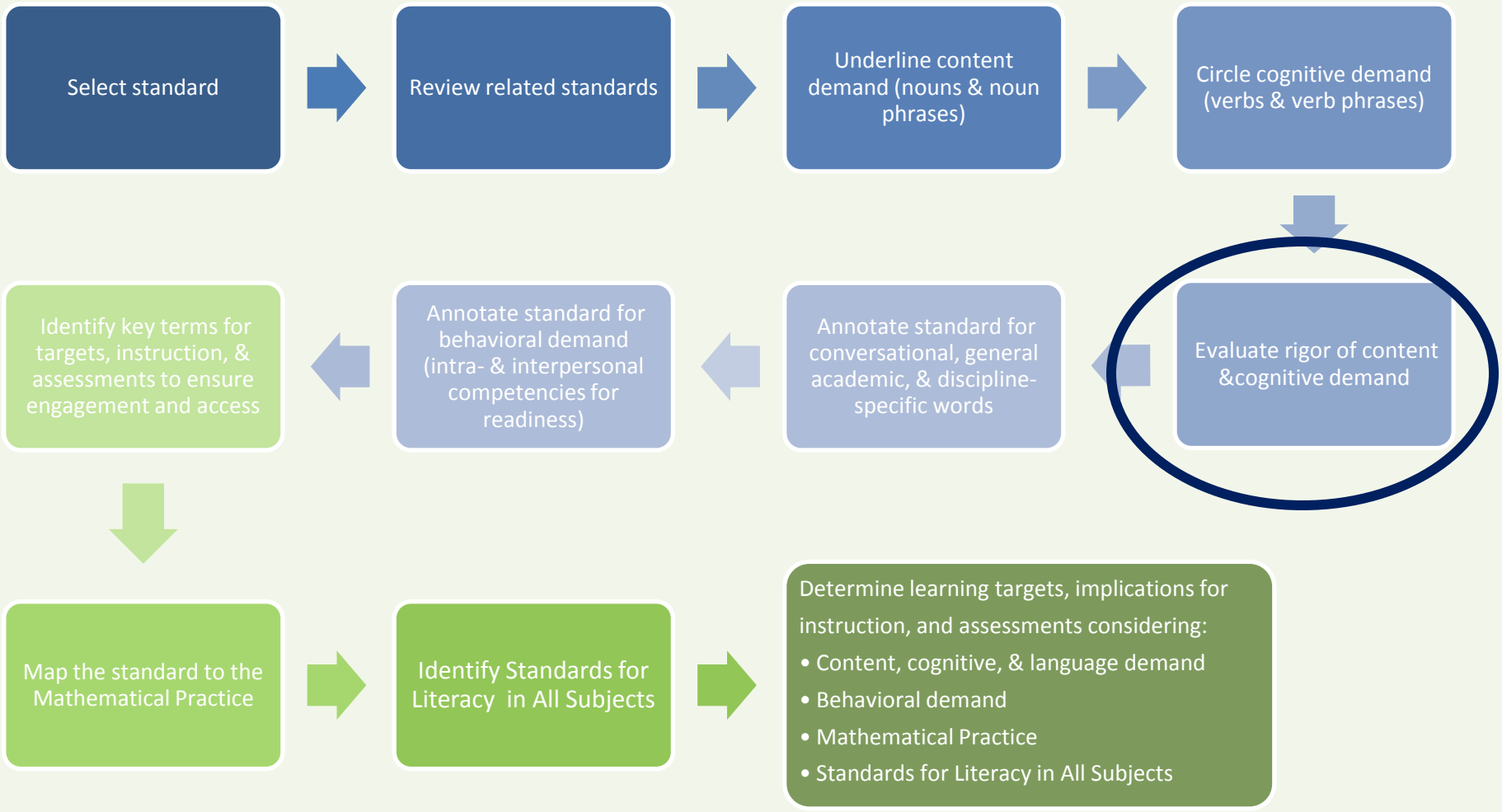
Circle *cognitive demand (verbs)*

Circle cognitive demand (verbs & verb phrases)

CCSS.MATH.NF. 4.1

Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

"Unpack and Repack" the Standards



Evaluate rigor

Evaluate rigor of content and cognitive demand

CCSS.ELA.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.MATH.NF. 4.1

Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *ELA*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	○ Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts ○ Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	○ Identify or describe literary elements (characters, setting, sequence, etc.) ○ Select appropriate words when intended meaning/definition is clearly evident ○ Describe/explain who, what, where, when, or how ○ Define/describe facts, details, terms, principles ○ Write simple sentences	○ Specify, explain, show relationships; explain why, cause-effect ○ Give non-examples/examples ○ Summarize results, concepts, ideas ○ Make basic inferences or logical predictions from data or texts ○ Identify main ideas or accurate generalizations of texts ○ Locate information to support explicit-implicit central ideas	○ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) ○ Identify/ make inferences about explicit or implicit themes ○ Describe how word choice, point of view, or bias may affect the readers' interpretation of a text ○ Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	○ Explain how concepts or ideas specifically relate to *other* content domains or concepts ○ Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	○ Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words ○ Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use ○ Apply basic formats for documenting sources	○ Use context to identify the meaning of words/phrases ○ Obtain and interpret information using text features ○ Develop a text that may be limited to one paragraph ○ Apply simple organizational structures (paragraph, sentence types) in writing	○ Apply a concept in a new context ○ Revise final draft for meaning or progression of ideas ○ Apply internal consistency of text organization and structure to composing a full composition ○ Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	○ Illustrate how multiple themes (historical, geographic, social) may be interrelated ○ Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	○ Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) ○ Decide which text structure is appropriate to audience and purpose	○ Categorize/compare literary elements, terms, facts/details, events ○ Identify use of literary devices ○ Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts ○ Distinguish: relevant-irrelevant information; fact/opinion ○ Identify characteristic text features; distinguish between texts, genres	○ Analyze information within data sets or texts ○ Analyze interrelationships among concepts, issues, problems ○ Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text ○ Use reasoning, planning, and evidence to support inferences	○ Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes ○ Analyze complex/abstract themes, perspectives, concepts ○ Gather, analyze, and organize multiple information sources ○ Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for conjectures ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results ○ Justify or critique conclusions drawn	○ Evaluate relevancy, accuracy, & completeness of information from multiple sources ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Synthesize information within one source or text ○ Develop a complex model for a given situation ○ Develop an alternative solution	○ Synthesize information across multiple sources or texts ○ Articulate a new voice, alternate theme, new knowledge or perspective

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *M-Sci*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	○ Recall, observe, & recognize facts, principles, properties ○ Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	○ Evaluate an expression ○ Locate points on a grid or number on number line ○ Solve a one-step problem ○ Represent math relationships in words, pictures, or symbols ○ Read, write, compare decimals in scientific notation	○ Specify and explain relationships (e.g., non-examples/examples; cause-effect) ○ Make and record observations ○ Explain steps followed ○ Summarize results or concepts ○ Make basic inferences or logical predictions from data/observations ○ Use models /diagrams to represent or explain mathematical concepts ○ Make and explain estimates	○ Use concepts to solve non-routine problems ○ Explain, generalize, or connect ideas using supporting evidence ○ Make and justify conjectures ○ Explain thinking when more than one response is possible ○ Explain phenomena in terms of concepts	○ Relate mathematical or scientific concepts to other content areas, other domains, or other concepts ○ Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	○ Follow simple procedures (recipe-type directions) ○ Calculate, measure, apply a rule (e.g., rounding) ○ Apply algorithm or formula (e.g., area, perimeter) ○ Solve linear equations ○ Make conversions among representations or numbers, or within and between customary and metric measures	○ Select a procedure according to criteria and perform it ○ Solve routine problem applying multiple concepts or decision points ○ Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps ○ Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) ○ Construct models given criteria	○ Design investigation for a specific purpose or research question ○ Conduct a designed investigation ○ Use concepts to solve non-routine problems ○ Use & show reasoning, planning, and evidence ○ Translate between problem & symbolic notation when not a direct translation	○ Select or devise approach among many alternatives to solve a problem ○ Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	○ Retrieve information from a table or graph to answer a question ○ Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) ○ Identify a pattern/trend	○ Categorize, classify materials, data, figures based on characteristics ○ Organize or order data ○ Compare/ contrast figures or data ○ Select appropriate graph and organize & display data ○ Interpret data from a simple graph ○ Extend a pattern	○ Compare information within or across data sets or texts ○ Analyze and draw conclusions from data, citing evidence ○ Generalize a pattern ○ Interpret data from complex graph ○ Analyze similarities/differences between procedures or solutions	○ Analyze multiple sources of evidence ○ analyze complex/abstract themes ○ Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for concepts or solutions ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results	○ Gather, analyze, & evaluate information to draw conclusions ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	○ Brainstorm ideas, concepts, or perspectives related to a topic	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Synthesize information within one data set, source, or text ○ Formulate an original problem given a situation ○ Develop a scientific/mathematical model for a complex situation	○ Synthesize information across multiple sources or texts ○ Design a mathematical model to inform and solve a practical or abstract situation

Recall & Reproduction	• Is there one correct answer? • Can you recall it, locate it, do it, or you don't know it?
Skills & Concepts	• Is there one correct answer? • Can you apply one concept, then make a decision before going on applying a second concept?
Strategic Thinking/Reasoning	• Is there more than one solution/approach that requires evidence? • Do you need to provide supporting evidence and reasoning about the WHY?
Extended Thinking	• Is there more than one solution/approach that requires evidence? • Do you need to provide supporting evidence and reasoning about the WHY? • Do you need to use multiple sources/data/texts? • Do you need to apply knowledge to create something new?

Evaluate rigor

Evaluate rigor of content and cognitive demand

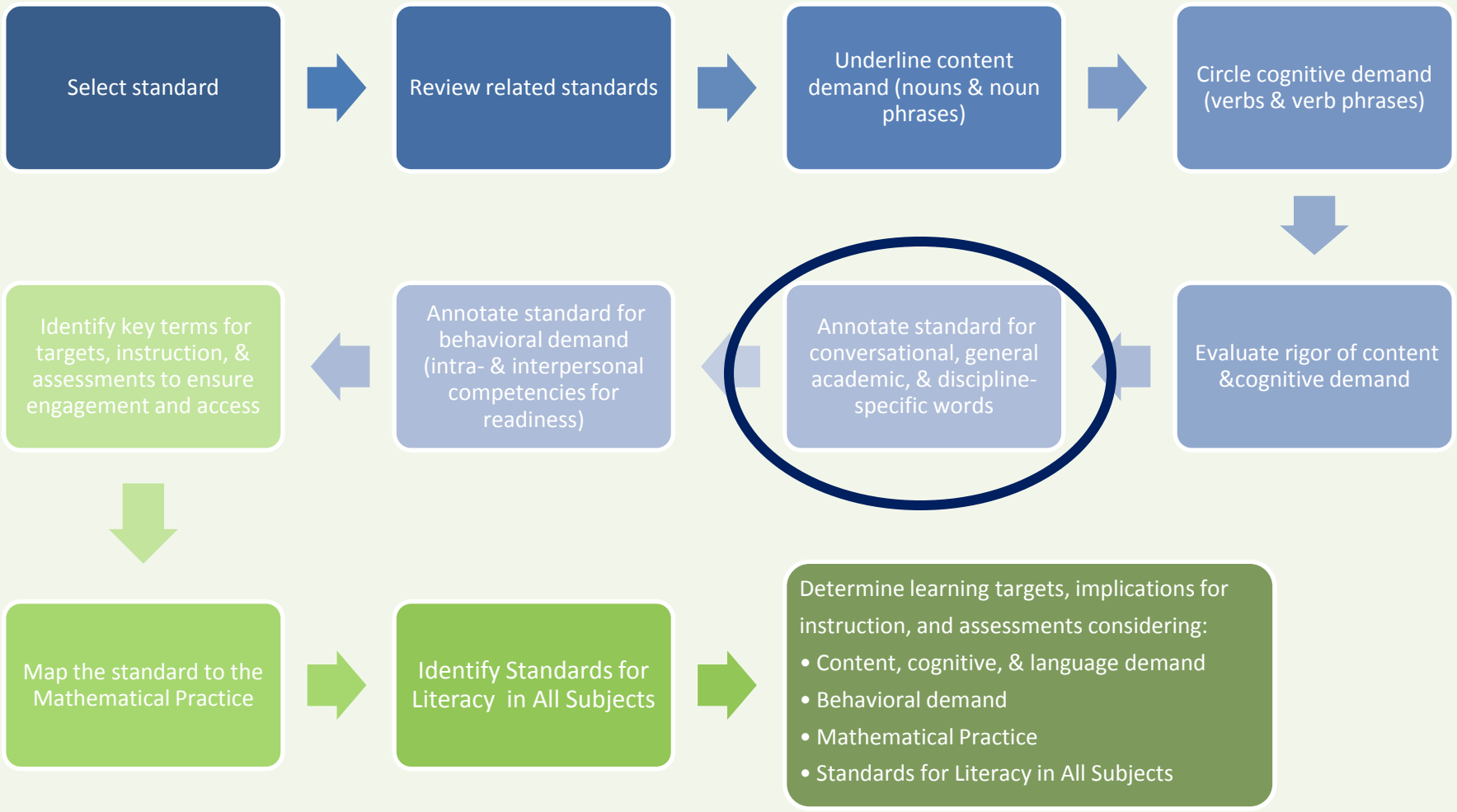
CCSS.ELA.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.MATH.NF. 4.1

Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

"Unpack and Repack" the Standards



Annotate standard for *words*

Annotate standard for conversational, general academic, and discipline-specific words

Conversational Words	General Academic Words	Discipline Specific Words
• Words that have multiple meanings	• Words found more often in written texts across disciplines	• Words found more often in written text within a specific discipline

Annotate standard for *words*

Annotate standard for conversational, general academic, and discipline-specific words

CCSS.ELA.RL.8.1

Cite[g] the textual[g] evidence that most strongly[c] supports[c] an analysis[g] of what the text[c] says[c] explicitly[g] as well as inferences[g] drawn[c] from the text[c].

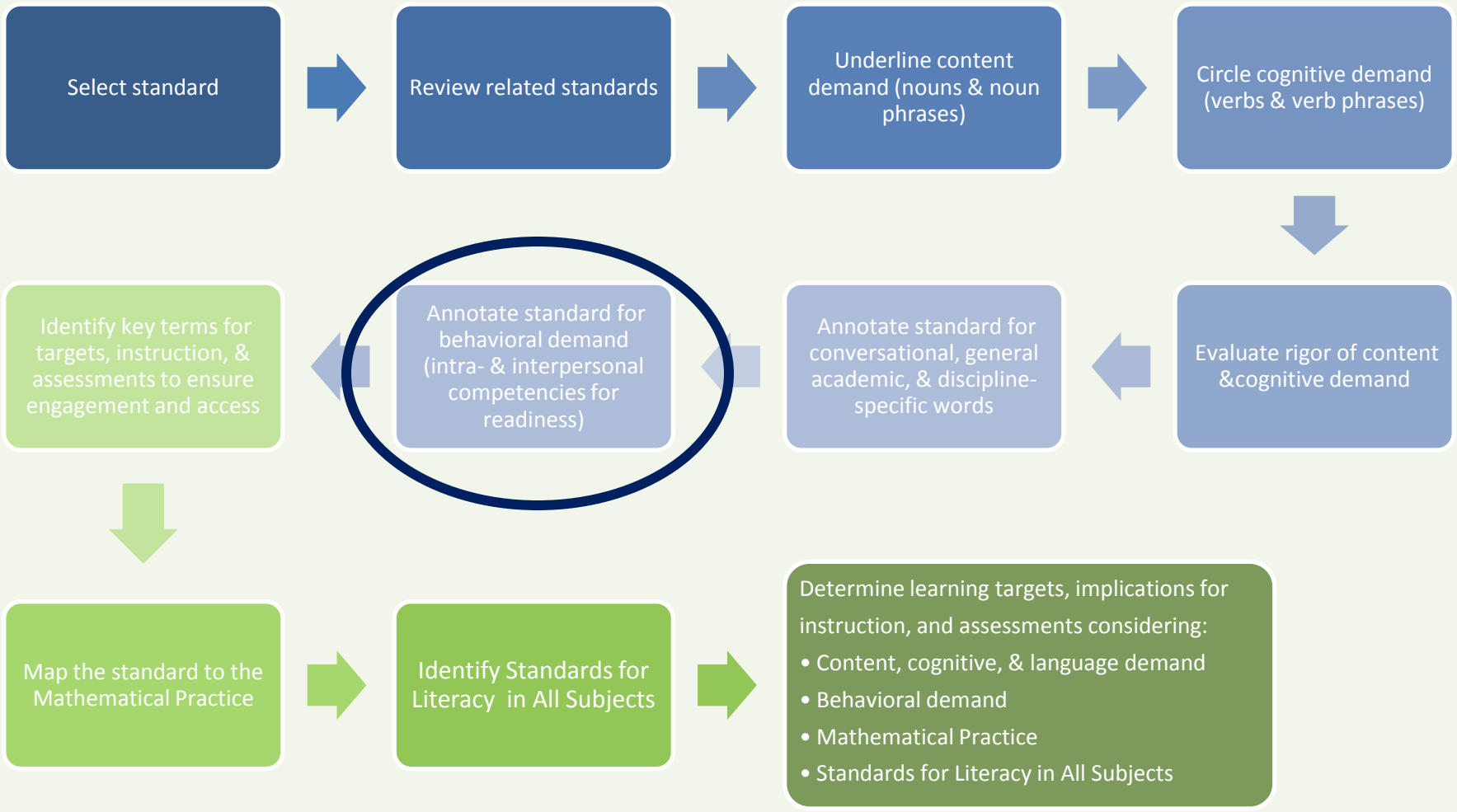
Annotate standard for *words*

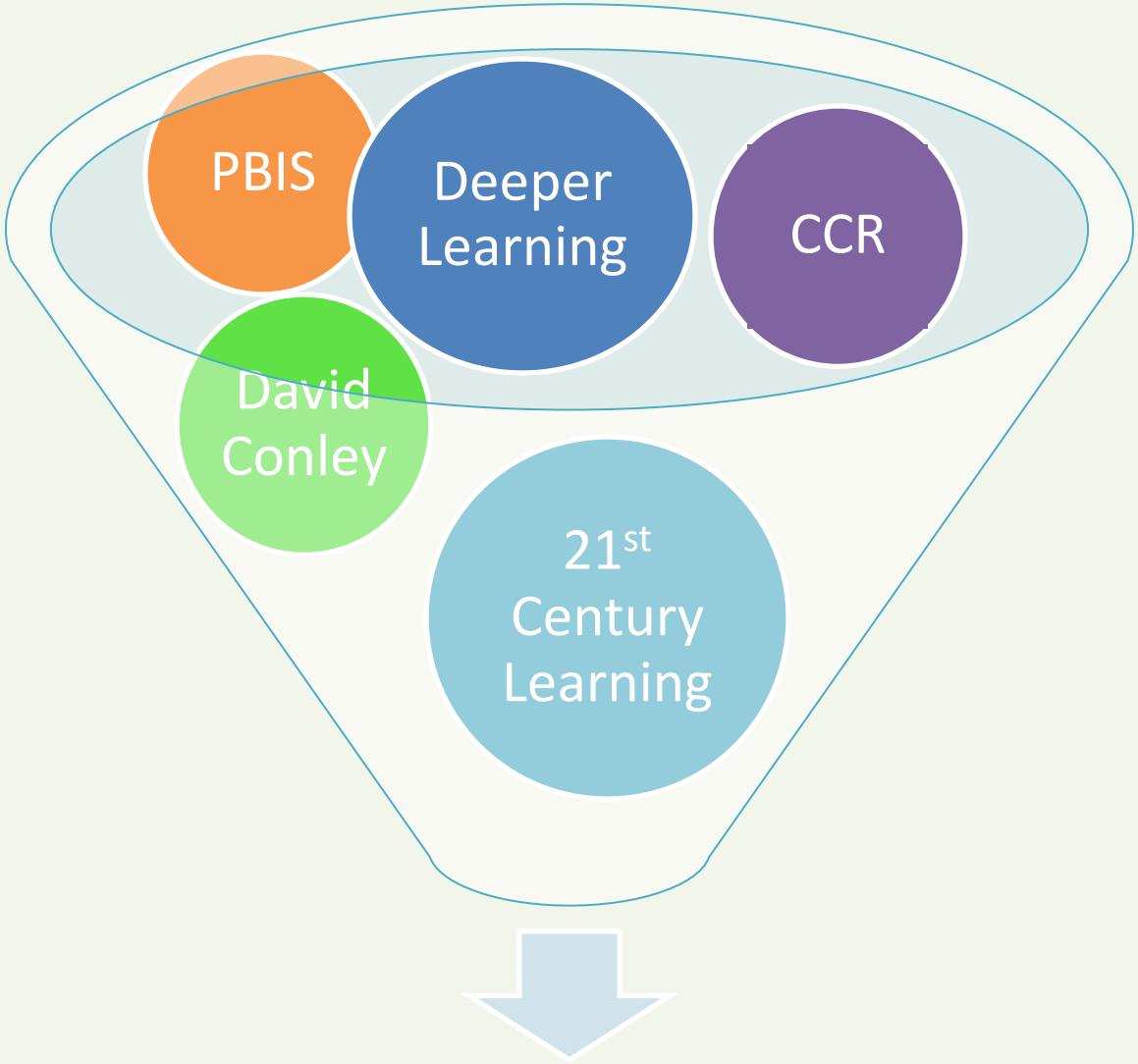
Annotate standard for conversational, general academic, and discipline-specific words

CCSS.MATH.NF. 4.1

Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

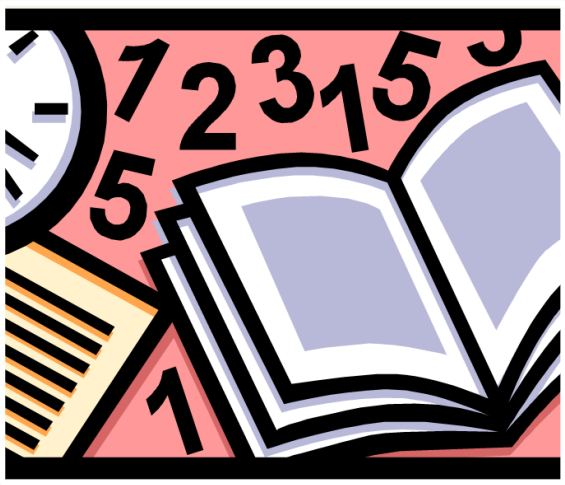
"Unpack and Repack" the Standards





Behavioral Demand

Preparedness



Academics

Readiness

Behaviors

Conley, David. Educational Policy Improvement Center. "Defining and Measuring College and Career Readiness." Accessed 3 Nov. 2012. <http://programs.ccsso.org/projects/Membership_Meetings/APF/documents/Defining_College_Career_Readiness.pdf >.

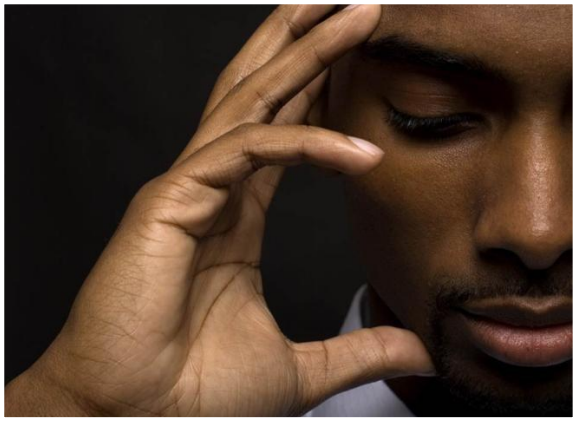
College and Career Ready

The level of achievement a student needs to be ready to enroll and succeed—without remediation—in credit-bearing first-year postsecondary courses. And by postsecondary we mean primarily two-year or four-year institutions, trade schools, and technical schools. Today, however, workplace readiness demands the same level of knowledge and skills as college readiness.

ACT, 2008

Behavioral Demands

Intrapersonal Competencies



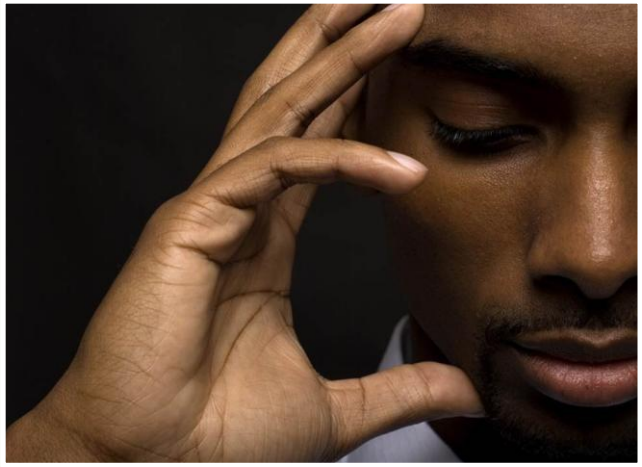
Involve self-management, including the ability to regulate one's behavior and emotions to reach goals

Interpersonal Competencies

Involve expressing information to others, as well as interpreting others' messages and responding appropriately

National Research Council. "Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century." July 2012: 2-3. < www.nationalacademies.org/dbasse >.

Intrapersonal Competencies



Involves self-management, including the ability to regulate one's behavior and emotions to reach goals

- Adaptability
- Appreciation for diversity
- Artistic & cultural appreciation
- Career orientation
- Citizenship
- Continuous learning
- Flexibility
- Initiative
- Integrity
- Intellectual interest and curiosity
- Metacognition
- Perseverance
- Physical & psychological health
- Productivity
- Reasoning/argumentation
- Responsibility
- Self-evaluation
- Self-monitoring
- Self-reinforcement
- Work ethic/conscientiousness

National Research Council. "Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century." July 2012: 2-3. < www.nationalacademies.org/dbasse >.

Interpersonal Competencies

involves expressing information to others, as well as interpreting others' messages and responding appropriately

- Assertive communication
- Collaboration
- Communication
- Conflict resolution
- Cooperation
- Coordination
- Empathy/perspective-taking
- Leadership
- Negotiation
- Responsibility
- Self-presentation
- Service orientation
- Social influence with others
- Teamwork
- Trust

National Research Council. "Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century." July 2012: 2-3. < www.nationalacademies.org/dbasse >.

Annotate standard for *behavioral demand*

Annotate standard for behavioral demand (intra- & interpersonal competencies for readiness)

CCSS.ELA.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- Initiative
- Intellectual interest and curiosity
- Metacognition
- Perseverance
- Reasoning/argumentation
- Responsibility
- Self-monitoring
- Self-reinforcement
- Work ethic/conscientiousness

Annotate standard for *behavioral demand*

Annotate standard for behavioral demand (intra- & interpersonal competencies for readiness)

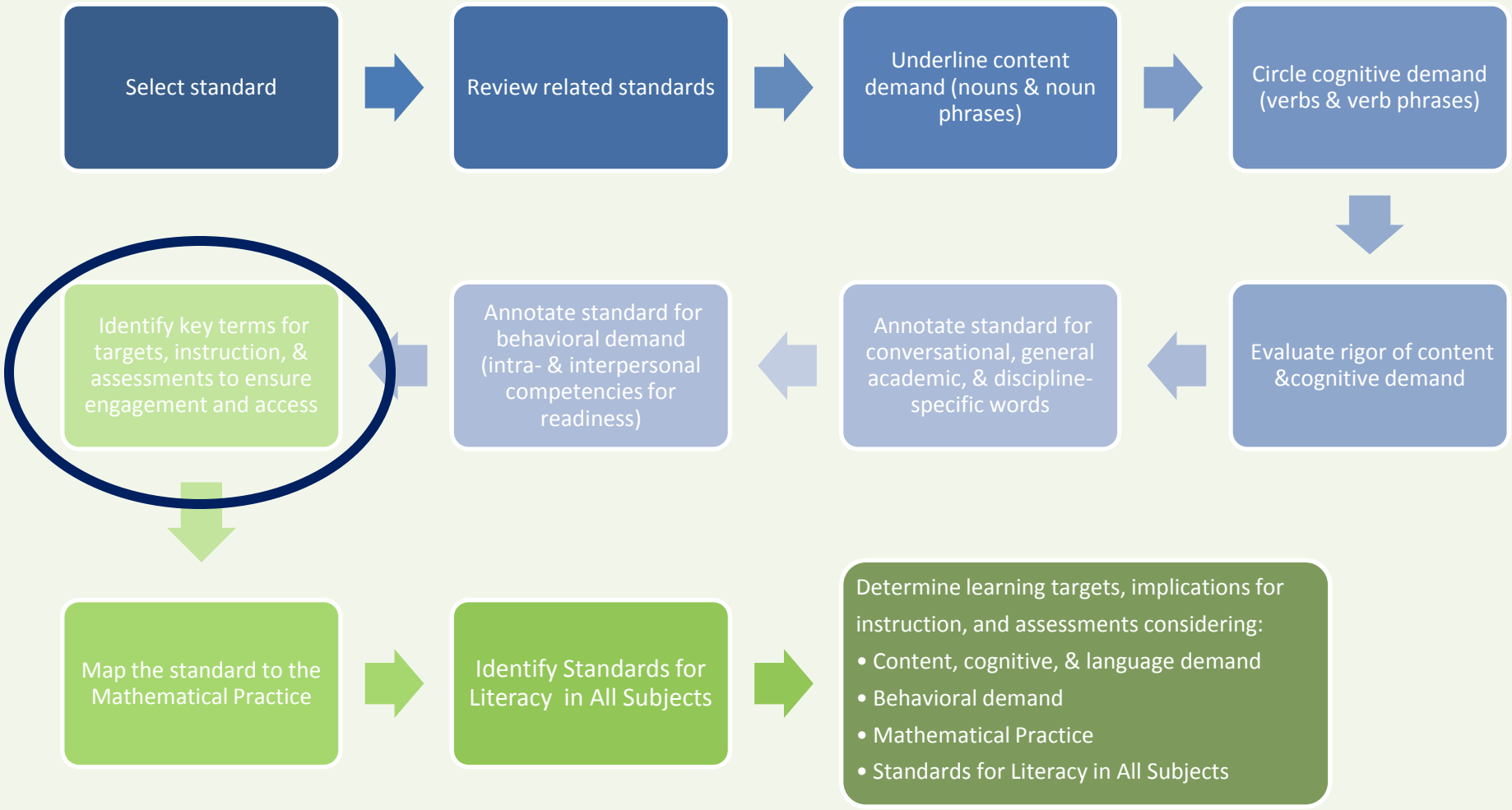
CCSS.MATH.NF. 4.1
Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

- Adaptability
- Flexibility
- Initiative
- Metacognition
- Perseverance
- Reasoning/argumentation
- Self-evaluation
- Self-monitoring

"Repack" the Standards

Now that we know the demands of the standards, what are the implications for instruction and assessment?

"Unpack and Repack" the Standards



Identify key terms for targets, instruction, & assessments to ensure engagement and access

Identify key terms for targets, instruction, and assessment to ensure engagement and access

CCSS.ELA.RL.8.1

Cite the **textual evidence** that most strongly **supports** an **analysis** of what the **text** says **explicitly** as well as **inferences** drawn from the text.

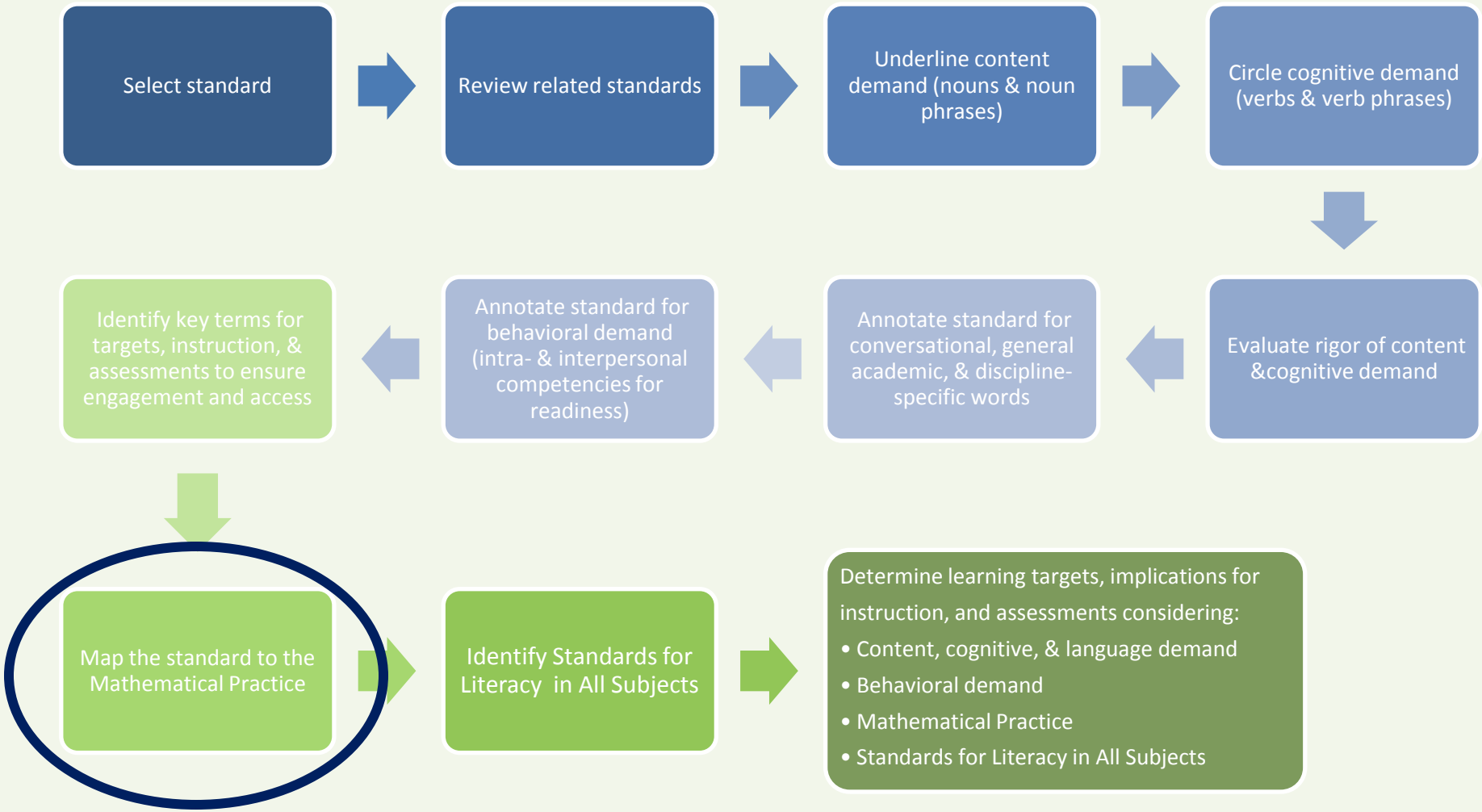
Identify key terms for targets, instruction, and assessment to ensure engagement and access

Identify key terms for targets, instruction, & assessments to ensure engagement and access

CCSS.MATH.NF. 4.1

Explain why a fraction *a/b* is **equivalent** to a fraction *(n x a)/(n x b)* by using **visual fraction models**, with attention to how the number and **size of the parts differ** even though the two fractions themselves are the **same size**. Use this principle to **recognize** and **generate equivalent** fractions.

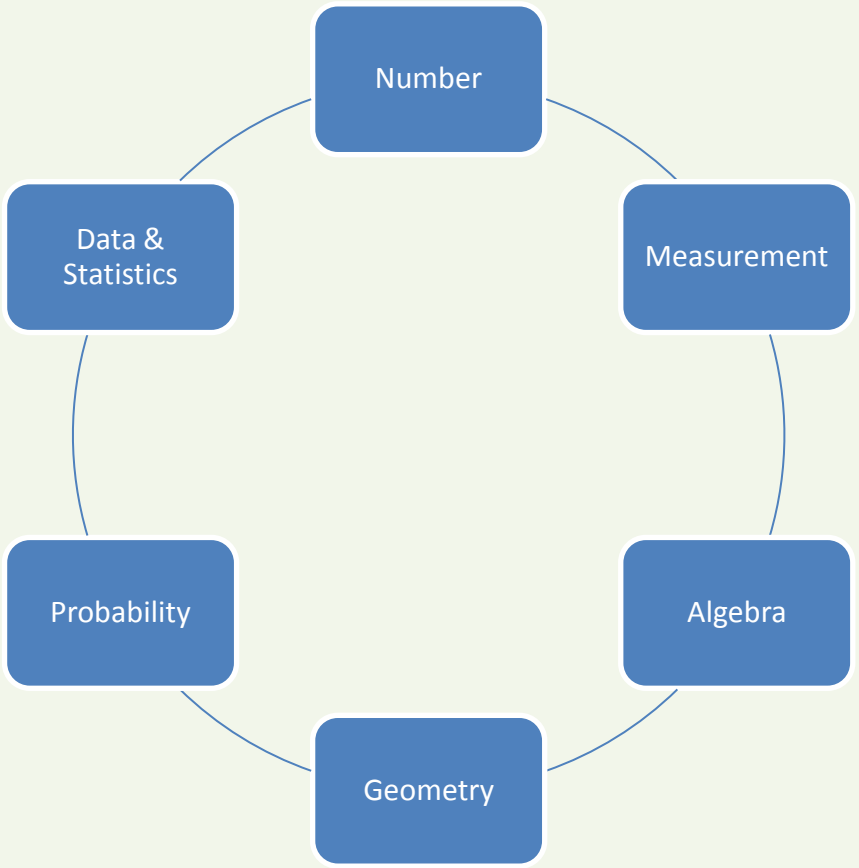
"Unpack and Repack" the Standards



Two Components of the CCSSM

Standards for Mathematical Practice

Standards for Mathematical Content

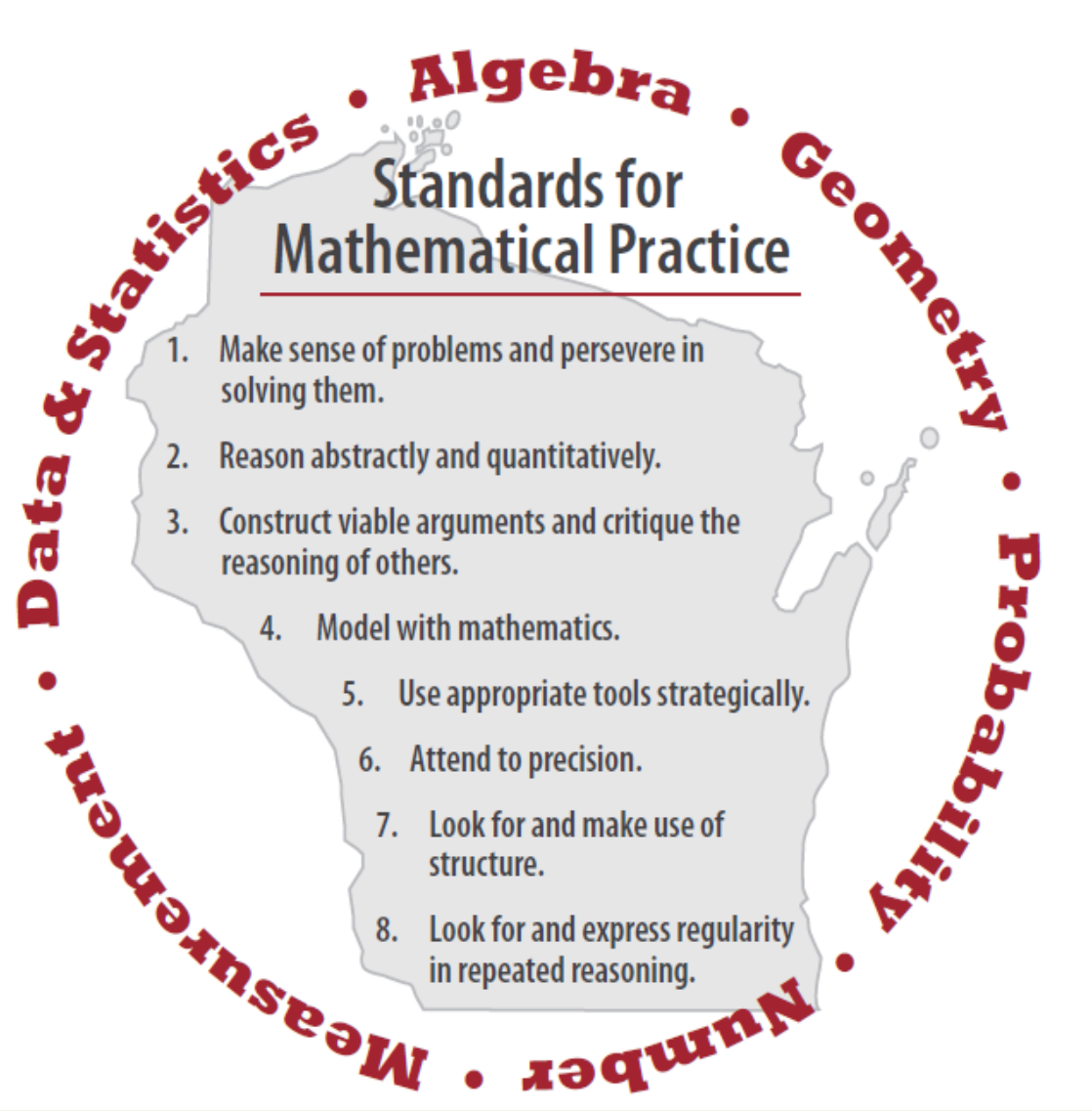


Centering Mathematics in Wisconsin

The Standards for Mathematical Practice

describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

Characteristics of Mathematically Proficient Students



Common Core State Standards for Mathematics, p. 6.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them

…start by explaining the meaning of a problem and looking for entry points to its solution

2. Reason abstractly and quantitatively

…make sense of quantities and their relationships to problem situations

3. Construct viable arguments and critique the reasoning of others

…understand and use stated assumptions, definitions, and previously established results in constructing arguments

4. Model with mathematics

…can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace

Standards for Mathematical Practice

5. Use appropriate tools strategically

…consider the available tools when solving a mathematical problem

6. Attend to precision

…communicate precisely using clear definitions and calculate accurately and efficiently

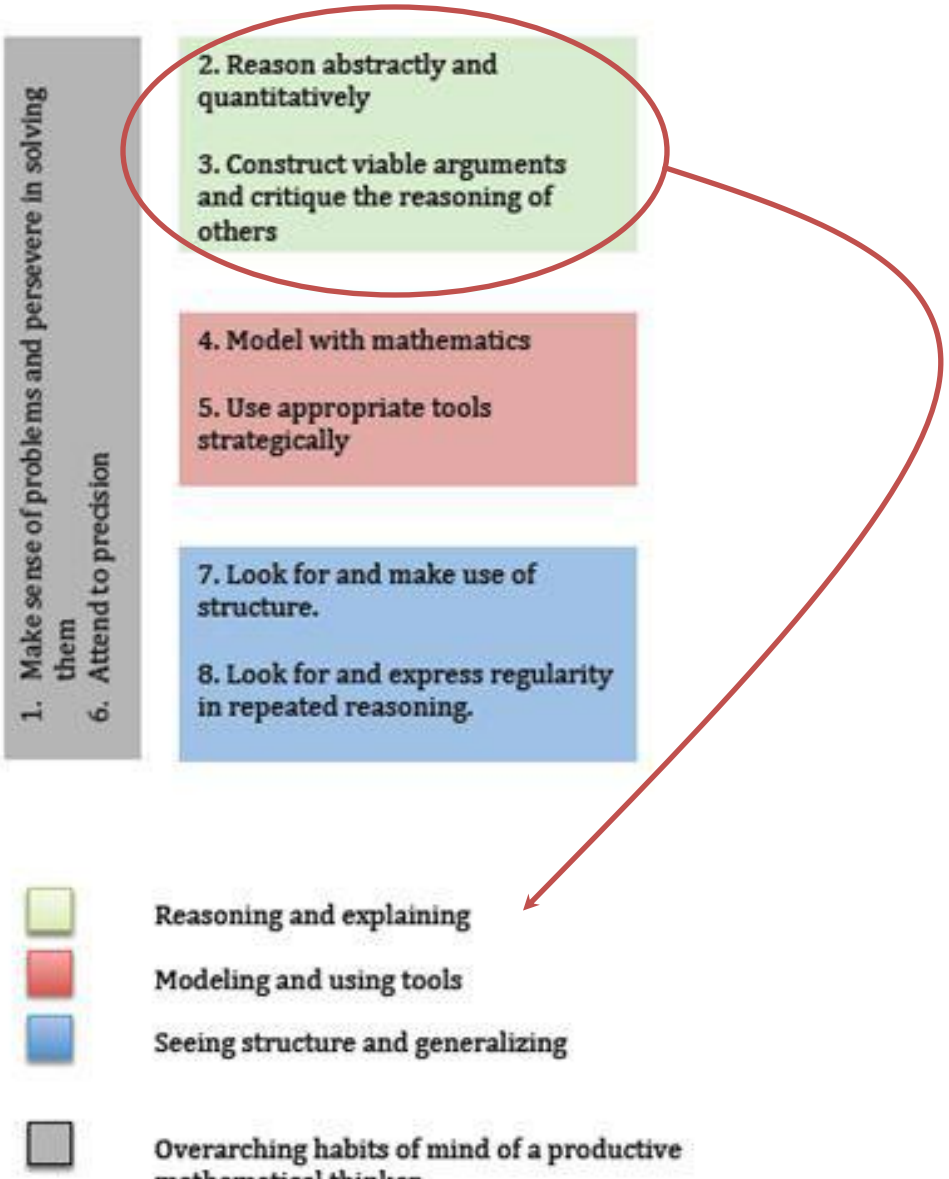
7. Look for and make use of structure

…look closely to discern a pattern or structure

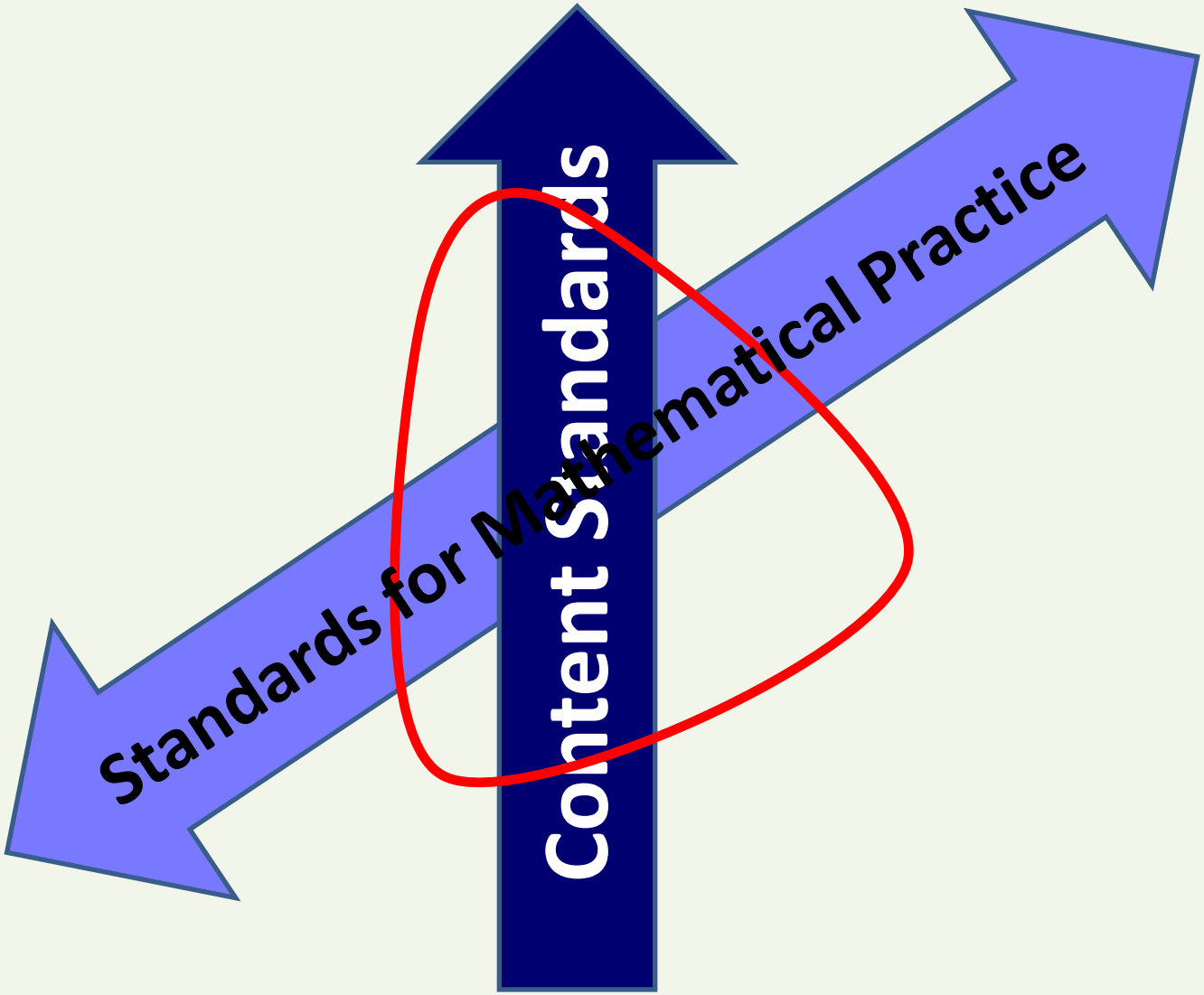
8. Look for and express regularity in repeated reasoning

…notice if calculations are repeated, and look for both general methods and for shortcuts

Review related practices



“Understanding” standards are the points of intersection between the **Standards for Mathematical Content** and the **Standards for Mathematical Practice**”



Map to Standards for Mathematical Practices

Map the standard to the Mathematical Practice

CCSS.ELA.RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

MATHEMATICAL PRACTICES
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Look for and make use of structure.

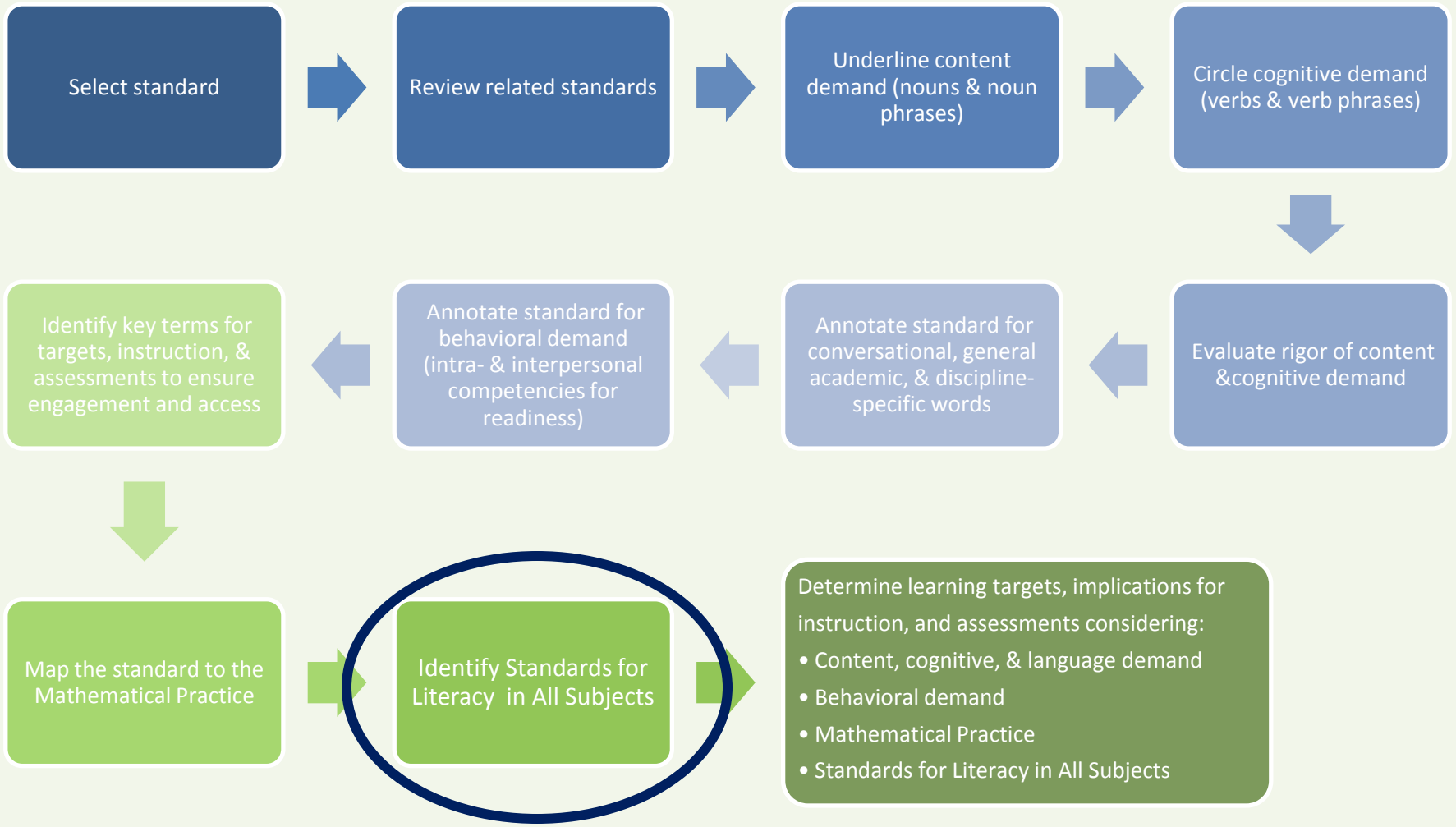
Map to Standards for Mathematical Practices

Map the standard to the Mathematical Practice

CCSS.MATH.NF. 4.1
Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

MATHEMATICAL PRACTICES
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Look for and make use of structure.

"Unpack and Repack" the Standards



Identify Standards for Literacy in All Subjects

Identify Standards for Literacy in All Subjects

CCSS.MATH.NF. 4.1

Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

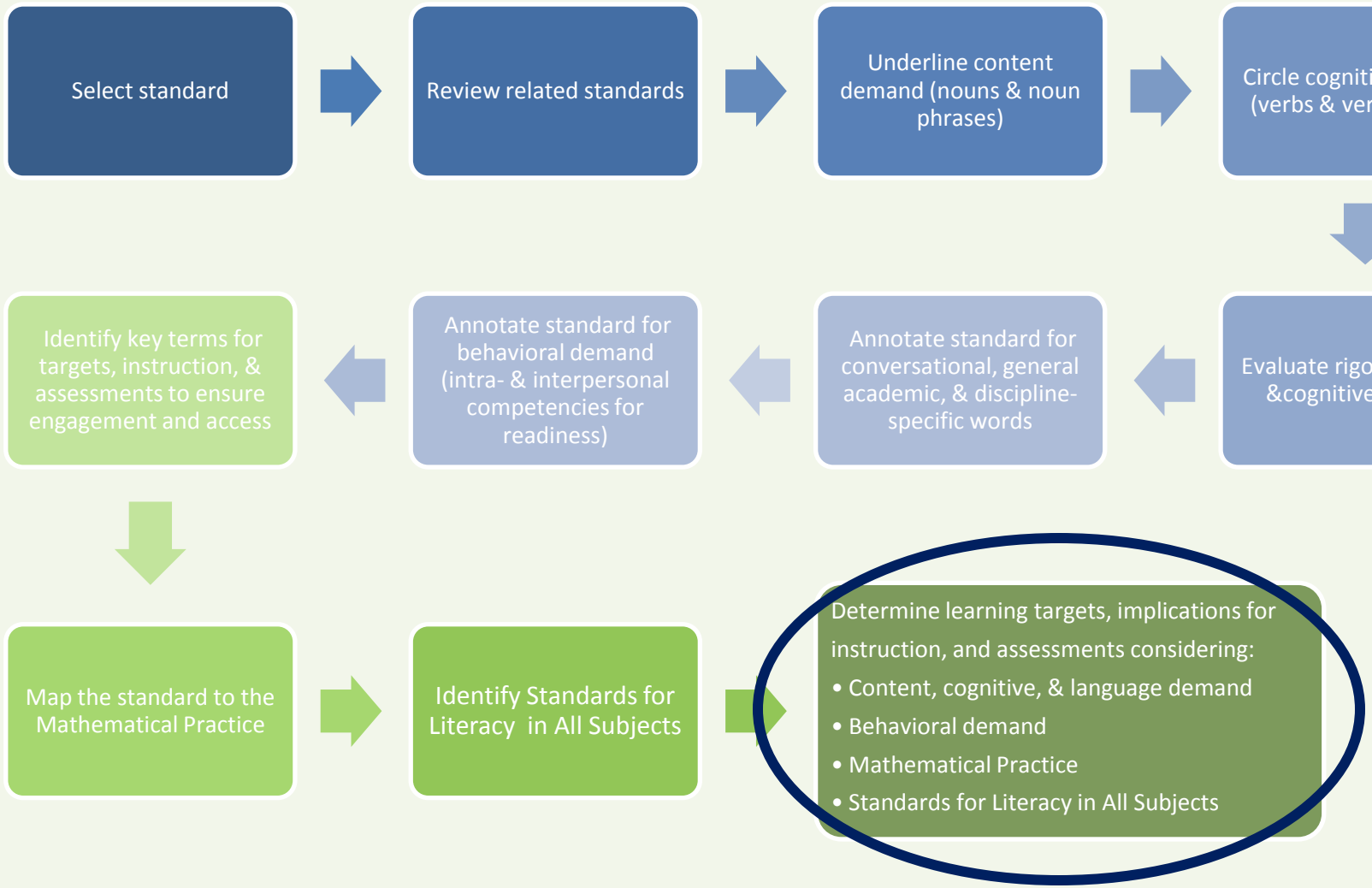
LITERACY STANDARDS

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

L.4.4.a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

"Unpack and Repack" the Standards



Write learning targets

Determine learning targets, implications for instruction, and assessments considering:
- Content, cognitive, & language demand
- Behavioral demand
- Mathematical Practice
- Standards for Literacy in All Subjects

CCSS.ELA.RL.8.1

Cite the **textual evidence** that most strongly **supports** an **analysis** of what the **text** says **explicitly** as well as **inferences** drawn from the text.

Students will…

- *Take initiative*
- *Persevere in reading a text*
- *Understand what a text says explicitly*
- *Draw inferences from a text*
- *Cite textual evidence to support analysis*

Write learning targets

Determine learning targets, implications for instruction, and assessments considering:
- Content, cognitive, & language demand
- Behavioral demand
- Mathematical Practice
- Standards for Literacy in All Subjects

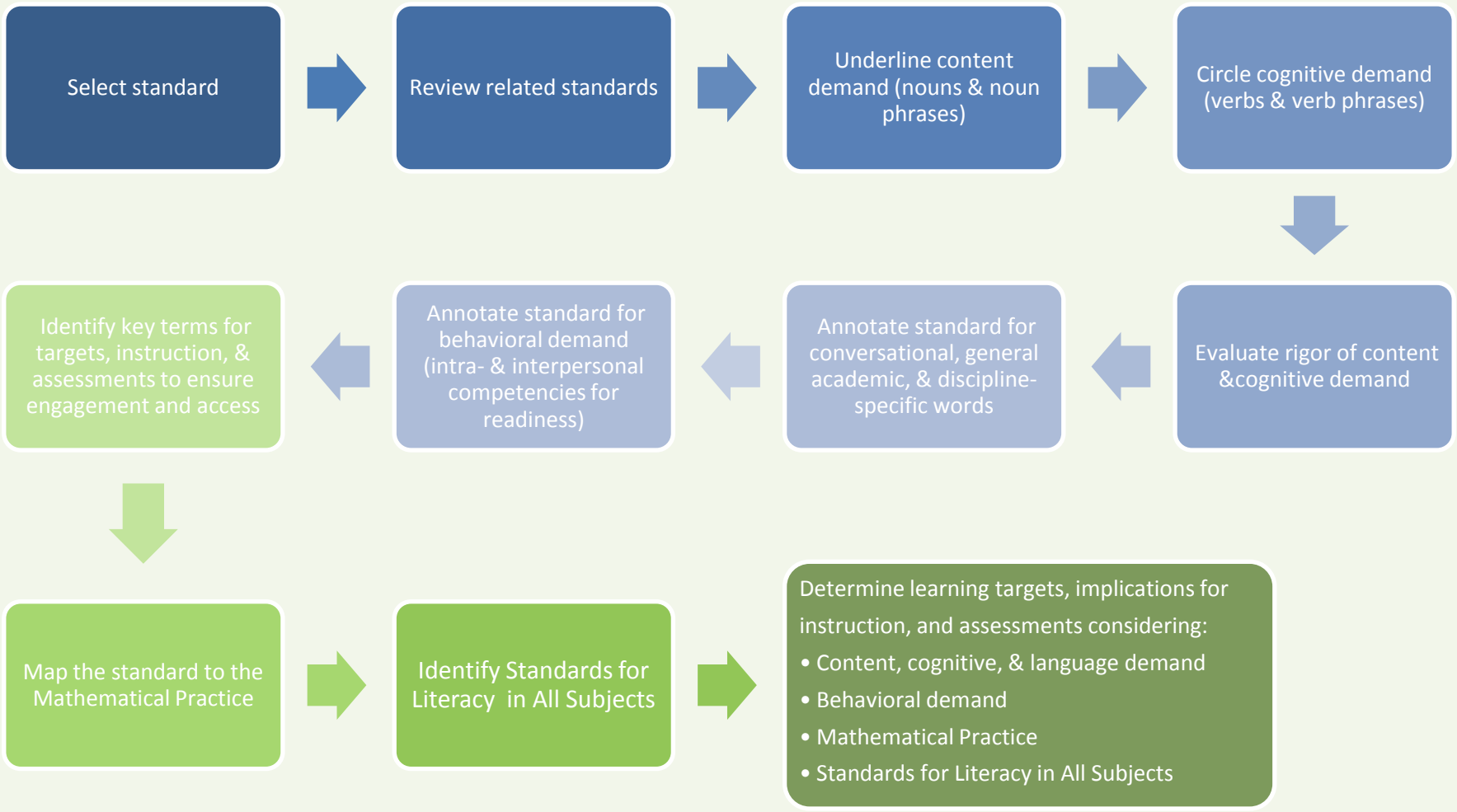
CCSS.MATH.NF. 4.1

Explain why a fraction *a/b* is **equivalent** to a fraction *(n x a)/(n x b)* by using **visual fraction models**, with attention to how the number and **size of the parts differ** even though the two fractions themselves are the **same size**. Use this principle to **recognize** and **generate equivalent** fractions.

Students will…

- *Explain why one fraction is equivalent to another fraction by using visual fraction models*
- *Generate equivalent fractions*

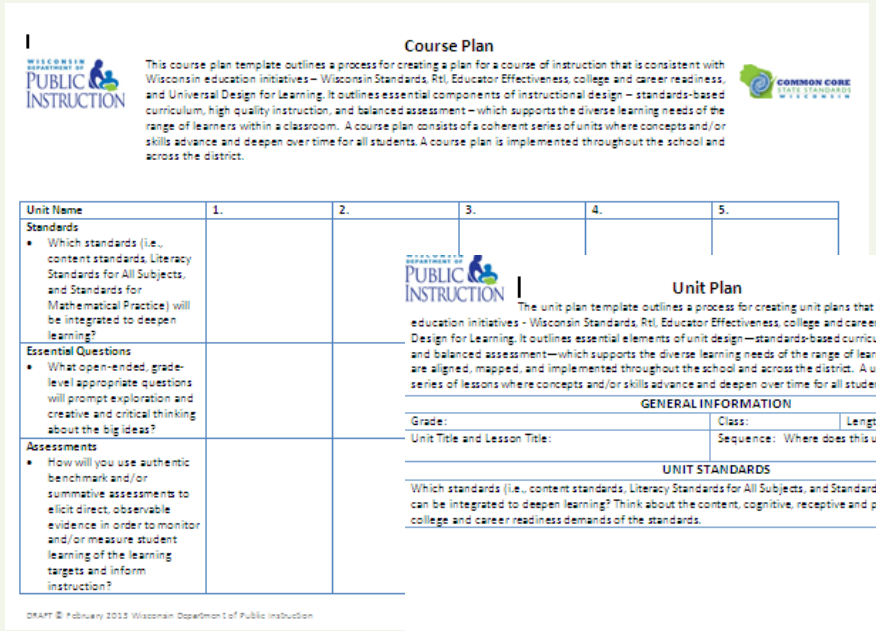
"Unpack and Repack" the Standards



Objectives

- Understand how **unpacking and repacking standards** is situated within Wisconsin's education initiatives
- Use the process for **unpacking and repacking standards** to align learning targets, instruction, and assessments with content, cognitive, language, and behavioral demands of the standards
- Understand how the unpacked and repacked standards fit within **lesson and unit plan development**

Lesson, Unit, and Course Plans

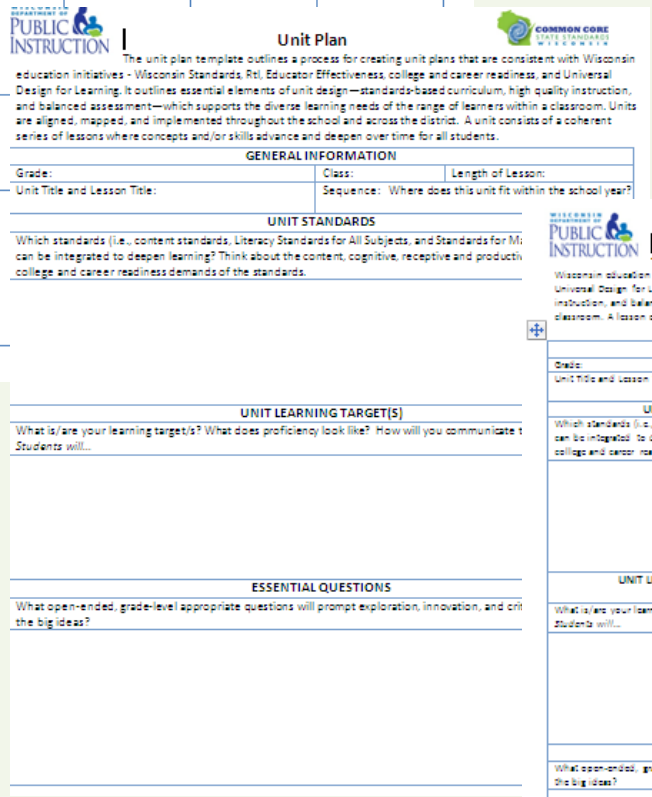


Course Plan

This course plan template outlines a process for creating a plan for a course of instruction that is consistent with Wisconsin education initiatives – Wisconsin Standards, RtI, Educator Effectiveness, college and career readiness, and Universal Design for Learning. It outlines essential components of instructional design – standards-based curriculum, high quality instruction, and balanced assessment – which supports the diverse learning needs of the range of learners within a classroom. A course plan consists of a coherent series of units where concepts and/or skills advance and deepen over time for all students. A course plan is implemented throughout the school and across the district.

Unit Name	1.	2.	3.	4.	5.
Standards • Which standards (i.e., content standards, Literacy Standards for All Subjects, and Standards for Mathematical Practice) will be integrated to deepen learning?					
Essential Questions • What open-ended, grade-level appropriate questions will prompt exploration and creative and critical thinking about the big ideas?					
Assessments • How will you use authentic benchmark and/or summative assessments to elicit direct, observable evidence in order to monitor and/or measure student learning of the learning targets and inform instruction?					

DRAFT © February 2013 Wisconsin Department of Public Instruction



Unit Plan

The unit plan template outlines a process for creating unit plans that are consistent with Wisconsin education initiatives - Wisconsin Standards, RtI, Educator Effectiveness, college and career readiness, and Universal Design for Learning. It outlines essential elements of unit design—standards-based curriculum, high quality instruction, and balanced assessment—which supports the diverse learning needs of the range of learners within a classroom. Units are aligned, mapped, and implemented throughout the school and across the district. A unit consists of a coherent series of lessons where concepts and/or skills advance and deepen over time for all students.

GENERAL INFORMATION

Grade:	Class:	Length of Lesson:
Unit Title and Lesson Title:	Sequence: Where does this unit fit within the school year?	

UNIT STANDARDS

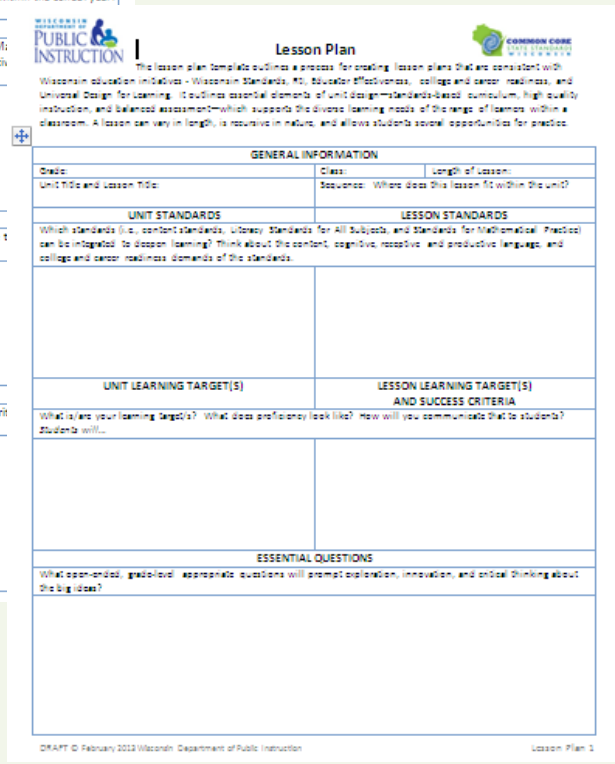
Which standards (i.e., content standards, Literacy Standards for All Subjects, and Standards for M
can be integrated to deepen learning? Think about the content, cognitive, receptive and producti
college and career readiness demands of the standards.

UNIT LEARNING TARGET(S)

What is/are your learning target/s? What does proficiency look like? How will you communicate t
Students will...

ESSENTIAL QUESTIONS

What open-ended, grade-level appropriate questions will prompt exploration, innovation, and cri
the big ideas?



Lesson Plan

This lesson plan template outlines a process for creating lesson plans that are consistent with Wisconsin education initiatives - Wisconsin Standards, RtI, Educator Effectiveness, college and career readiness, and Universal Design for Learning. It outlines essential elements of unit design—standards-based curriculum, high quality instruction, and balanced assessment—which supports the diverse learning needs of the range of learners within a classroom. A lesson can vary in length, is recursive in nature, and allows students several opportunities for practice.

GENERAL INFORMATION

Grade:	Class:	Length of Lesson:
Unit Title and Lesson Title:	Sequence: Where does this lesson fit within the unit?	

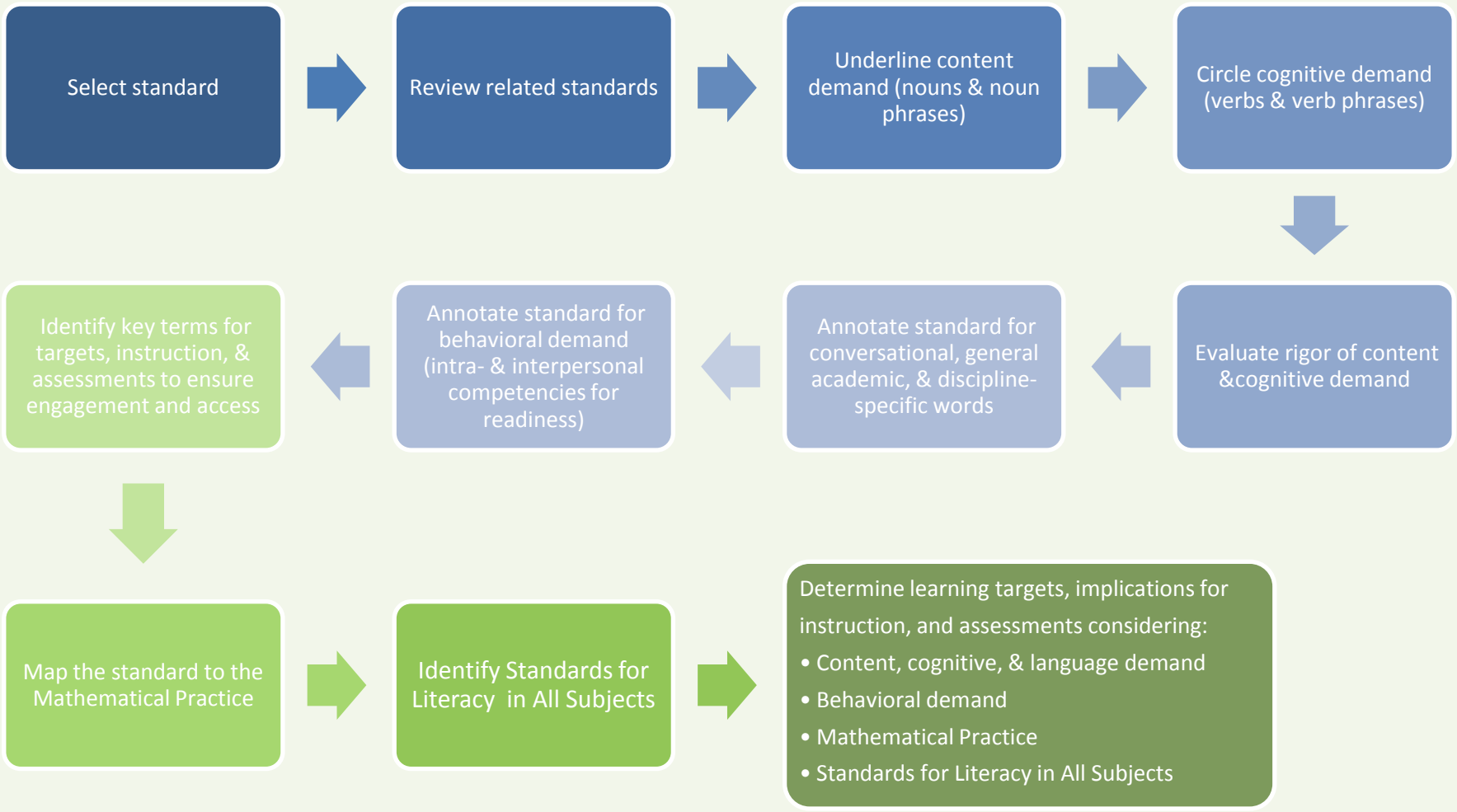
UNIT STANDARDS	LESSON STANDARDS
Which standards (i.e., content standards, Literacy Standards for All Subjects, and Standards for Mathematical Practice) can be integrated to deepen learning? Think about the content, cognitive, receptive and productive language, and college and career readiness demands of the standards.	
UNIT LEARNING TARGET(S)	LESSON LEARNING TARGET(S) AND SUCCESS CRITERIA
What is/are your learning target/s? What does proficiency look like? How will you communicate that to students? *Students will...*	

ESSENTIAL QUESTIONS

What open-ended, grade-level appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas?

DRAFT © February 2013 Wisconsin Department of Public Instruction Lesson Plan 1

"Unpack and Repack" the Standards



Objectives

- Understand how unpacking and repacking standards is situated within **Wisconsin's education initiatives**
- Use the process for **unpacking and repacking standards** to align learning targets, instruction, and assessments with content, cognitive, language, and behavioral demands of the standards
- Understand how the unpacked and repacked standards fit within **lesson and unit plan development**

Wisconsin Learning On Demand

- Find “Just In Time” information and resources on Twitter
  - @WisDPICCSS
  - @WisDPIMath
  - @WisDPILit
  - @WisDPITech
- More professional learning opportunities
  - http://www.livebinders.com/play/play?id=270532

Contact Information

Tamara Maxwell, ELA Consultant
tamara.maxwell@dpi.wi.gov

Kenneth Davis, Mathematics Consultant
kenneth.davis@dpi.wi.gov

Resource

Wisconsin DPI Website to access WPLOD:
http://commoncore.dpi.wi.gov/